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AUTHOR Adler, C. Ralph; Dwyer, M. Christine

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ABSTRACT

The activities in this teacher's manual are designed to help challenge the notion that adolescents think the use of alcohol is part of the growing up experience. It is geared towards activities with middle school students that reinforce to students that they have the potential to control their own lives and make healthy choices. It suggests classroom activities for the anti-alcohol related issues raised in a 23-minute video. The messages concern relationships; image; belief systems; friendships; and feeling grown up. The interactions of the five middle school students featured in the video are reviewed. The activities are designed to encourage student participation. (Author/JDM)



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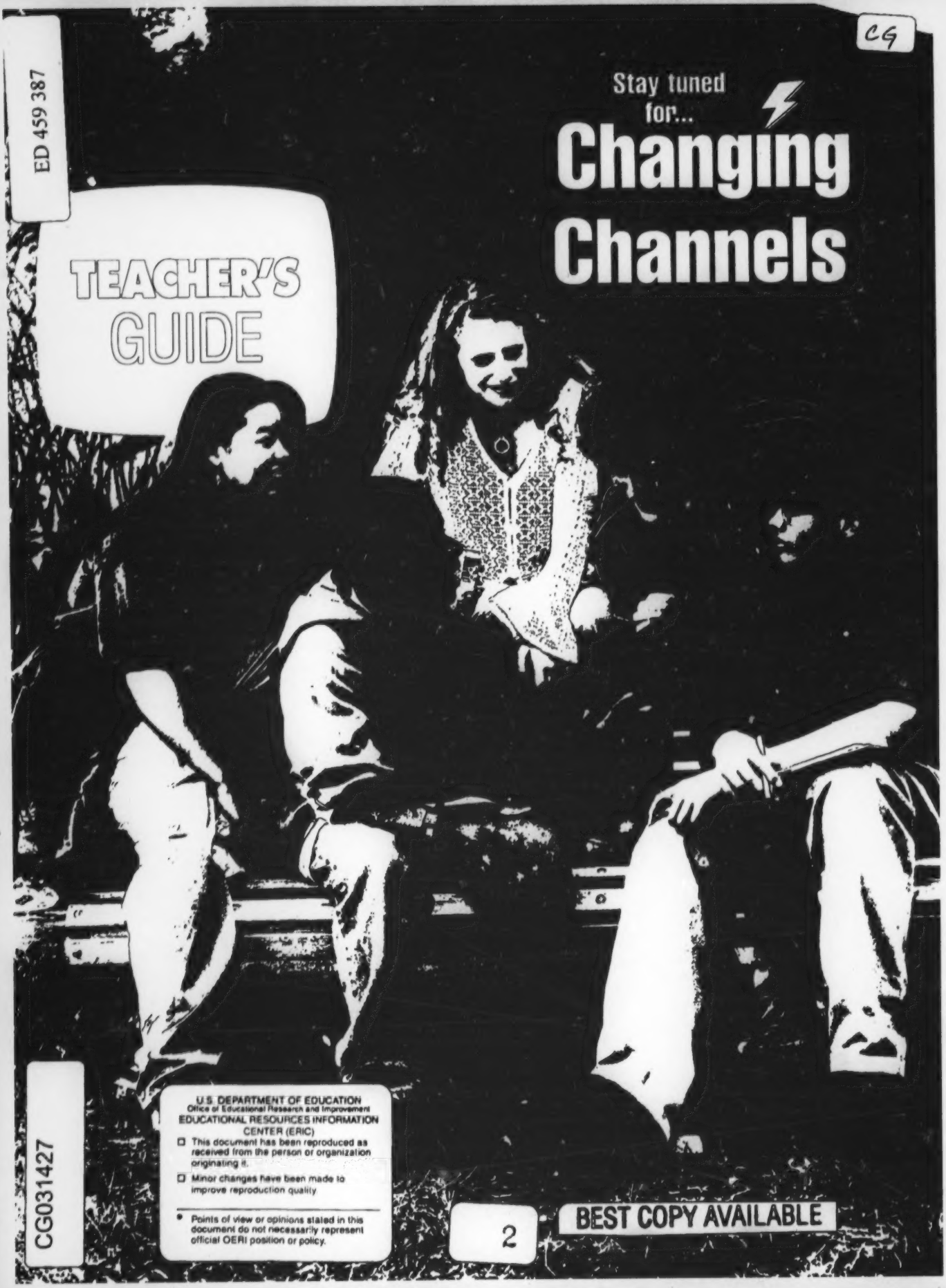
# Changing Channels

## TEACHER'S GUIDE



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# Changing Channels

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## Changing Channels Teacher's Guide


PRODUCED BY

**RMC Research Corporation**

PORTSMOUTH, NEW HAMPSHIRE

WRITTEN BY

C. Ralph Adler
M. Christine Dwyer

PHOTOGRAPHY BY

Richard O'Rourke

DESIGN & ART DIRECTION BY

Diane Draper
By Design



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Use of the video and guide is voluntary.



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Ages 11-14 Grades 6-8

# *Tuning in to* Changing Channels

## THE PROJECT

**Changing Channels** is a video and teacher's guide package for use in middle school classrooms. The program challenges the influences and misconceptions which lead young adolescents to think that alcohol use is part of growing up. It reminds them of the potential they have to control their lives and make healthy decisions, reinforcing the idea that alcohol use is wrong and harmful.

## THE VIDEO

The **video** tells the story of five teenagers under pressure to go to a party to drink. An unusual television experience introduces them to ideas about alcohol that help them rethink their own assumptions and attitudes. As they "channel surf," they see key parts of several stories (a teen drama, game show, police story, and others) with different messages about alcohol.

## THE TEACHER'S GUIDE

The **Teacher's Guide** suggests classroom and individual student activities for the alcohol-related messages raised in the video. These messages relate to the concerns of adolescence and alcohol use: relationships, image, belief systems, friendships, and feeling "grown up."

## THE MESSAGES

**Changing Channels** features a variety of alcohol messages for teenagers based on social/emotional themes rather than focusing primarily on the delivery of facts about alcohol. Review the messages on the facing page to get a sense of how **Changing Channels** offers flexibility for teachers. Teachers may wish to offer a series of viewings and activities to cover a range of relevant themes. Another option is to select specific messages and activities from **Changing Channels** to enhance other alcohol prevention efforts.

## PROJECT PHILOSOPHIES

In addition to the specific messages covered throughout this guide, the following ideas guided the development of **Changing Channels**. Read these before using **Changing Channels**. They provide the core ideas which will help you make the best use of the video and classroom activities.

### *Adolescents in control*

The television set in **Changing Channels** stimulates the five teenagers in the story to understand their own experiences and perspectives more clearly. Using new information, the opinions and experiences of others, and their own ideas, the teenagers come to sharper personal perspectives on the facts and myths related to alcohol use. The teenagers' use of the remote control symbolizes the control possible in each young life.

In that sense, **Changing Channels** shows that every teenager is at the center of an array of ideas, opinions, experiences, and facts that often seem to conflict. It's the job of each person to build a healthy perspective that makes logical, ethical, and moral sense, a "guidance system" for the challanging and difficult time of early adolescence.

### *Adolescents making decisions*

Faith in the capability of young adolescents to incorporate information and opinions in intelligent, thoughtful ways underlies the format of **Changing Channels**. No adults intrude in the living room as the teenagers watch the television (although the characters sometimes reflect on adult views they've heard in the past). **Changing Channels** recognizes that most young people have the ability to discriminate good information from bad information, and indefensible opinions from valid ones. The living room TV experience provides an environment where information can be evaluated by discerning, reflective minds.

### *Adolescents as consumers of information*

Like all of us, young teenagers come to rely on and trust various sources of information. Sometimes those sources offer imbalanced or wrong perspectives. **Changing Channels** encourages middle school teenagers to reconsider **all** of their sources of information. For example, television can provide a new twist on an idea or a surprising piece of information, but it doesn't deserve unconditional trust. On the other hand, an adult *can* be a friend or role model whose advice can be trusted, even by a skeptical teenager. **Changing Channels**, in that sense, agrees with teenagers: all information must be evaluated, and no idea should be accepted until it is well examined.

# Themes and Messages

| Theme | Messages to Teenagers |
|---|---|
| **Alcohol and Friends**<br>**The Living Room Scenes**<br>See pages 8-15 | Challenge and reflect on the beliefs and understandings of even those closest to you. They have a strong influence on your own opinions and decisions.<br><br>You are capable of generating your own solutions to tricky problems by yourself and with the help of your friends.<br><br>You can control your own life by questioning and evaluating the perspectives and ideas of others and comparing them to your own beliefs. |
| **Alcohol and Relationships**<br>**The Teen Drama**<br>See pages 16-21 | The use of alcohol can have serious negetive effects on relationships of all kinds.<br><br>At a time when relationships take on more meaning for teenagers, alcohol is the wrong thing to introduce because it damages relationships. |
| **Alcohol and Growing Up**<br>**The Cop Show**<br>See pages 22-27 | If someone in your family is an alcoholic, that does not mean that you will be an alcoholic, too. But it might be harder for you to stay alcohol free.<br><br>Finding a role model— a trusted adult you admire and respect— is one helpful way to avoid alcohol problems. |
| **Alcohol and Image**<br>**The Comic**<br>See pages 28-33 | Don't let television or advertising trick you into thinking drinking is "normal."<br><br>Drinking does not make you happier, healthier, better looking, more athletic, more appealing to others, or especially "just like everyone else." In fact, it may **prevent** you from achieving these things.<br><br>The use of alcohol often results in becoming less accepted, not more accepted, because your behaviors while under the influence can make you the object of humor, ridicule, or disgust. |
| **Alcohol and Beliefs**<br>**The Game Show**<br>See pages 34-39 | Abstinence is normal and typical.<br><br>Alcohol is not needed to have a good time.<br><br>Friends can have a strong influence on whether you drink or not.<br><br>The physical effects of alcohol use can be surprising and severe. |

# *How to use* Changing Channels

- **Review the underlying philosophies of Changing Channels** on page 2 to get a sense of the overall goals of the program. This will help you further focus your classroom activities.
- **Watch the video yourself** to become familiar with its messages and the structure of its story.
- **Select a message** that supports your alcohol education goal from the list on page 3.
- **Select an activity** designed to convey the message. Page 3 refers to the appropriate pages so that you can read through the activities offered.
- **Prepare your students for the video and activity** by using the previewing questions on page 7 or asking students to think about the theme of your chosen activity. For example, if you've chosen an activity about peer pressure, ask students to think about that theme while watching the video.
- **Decide** whether you want your students to see the end of the video or if you want the story to remain open-ended for classroom discussion. See the box on page 7 for more details.
- **Show the video** to your class; it runs about a half hour.
- **Conduct the activity** you've chosen. Each activity page provides you with:
  - a reminder to review the appropriate story segment (teen drama, game show, etc.) with students before beginning the activity;
  - pre-activity questions to get students thinking about the message
  - a description of how to conduct the activity
  - post-activity questions to drive home the message;
  - and a potential cross-curricular activity adaptation.
- Tell other teachers about the cross-curricular options so that **Changing Channels** can bring alcohol use prevention messages to other disciplines in relevant ways.
- Use the video again another day with a different thematic focus.

# General Information On Alcohol Education

About 70 percent of eighth-graders have had some experience with alcohol, according to a 1992 University of Michigan study. Clearly, the age of experience with alcohol continues to decrease. With its focus on adolescents between the ages of 11 and 14, **Changing Channels** identifies some of the social and emotional realities of that stage of life to help young people exercise their own abilities to make healthier choices. Some broader concepts of effective drug and alcohol education apply to the use of **Changing Channels.** We recommend that educators remember the following points when bringing **Changing Channels** to students:

***Parents are your allies.***

Look for ways to enhance your school's parent involvement program through the use of **Changing Channels.** Parents may want to borrow the tape to show their children at home and talk about its ideas or they may be willing to help you implement the activities in this guide.

***Your community is a resource.***

Several of the activities in this guide suggest ways in which the community can become more involved in your important alcohol prevention efforts. As you're reading the activities, think about the businesses and organizations in your town that would be willing to participate. Effective alcohol prevention must be rooted in community commitment.

***Some students may be sensitive about alcohol issues.***

Students who have an alcoholic family member may experience uneasy feelings during alcohol prevention programs. Remember that many such children often have problems coping with stress, show signs of being depressed, have low self-esteem, and have a hard time mastering emotional and social tasks. Teachers' patience, praise, and individual attention to these students will help them take advantage of the alcohol prevention themes in **Changing Channels.**

***Respect children's privacy.***

Although **Changing Channels** often deals with the emotions of characters having difficult or surprising experiences, and class discussions sometimes center on those emotions, teachers should be careful not to engage students in classroom conversations about their own or their students' difficult emotions or experiences. Other school programs (such as health services and counseling) can offer those opportunities, and families are often very important places for such discussions to take place. Before beginning alcohol prevention activities, know where to turn if a student needs personal help.

***Changing Channels is part of a bigger picture.***

This program has been developed under the guidelines of the U.S. Department of Education's drug prevention curriculum, Learning to Live Drug Free: A Curriculum Model for Prevention, which is distributed by the National Clearinghouse for Alcohol and Drug Information. The curriculum provides further context for effective alcohol prevention.

## THE MAIN STORY

*Meeting together after school, five friends decide to go to a party after being invited by some older students. They have a variety of reactions to the idea, but Jason, the charismatic leader of the group, is looking forward to drinking and his pressure on his friends becomes intense. The large-screen TV in Paulie's living room then seems to come alive, showing programs clips, all about alcohol use. As they watch, the five teenagers examine their own ideas and those of their friends, using the televised information as a foil for developing healthier understandings.*

### *The characters watching TV in Changing Channels are:*

#### JASON

The leader of this group, Jason is beginning to feel his power over his friends slipping away. Jason's loss of control, once so secure, leaves him trying to understand where he fits in with the others.

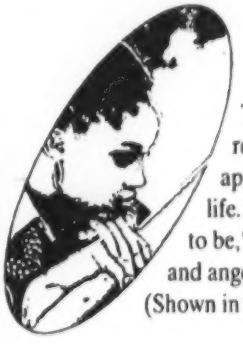
#### TRISH

Trish is not yet fully aware of her own strengths. She's likely to flow with the crowd, often going where the others want to go and doing what they want to do. She's sometimes a bit confused in her search to know how to behave with others her age. Trish was almost killed by a drunk driver once which sets up strong internal conflict when the group seems to be moving toward alcohol use.

#### MARCUS

Marcus is easygoing, friendly, and comfortable with everyone in the group on one level or another. He has a great sense of humor and likes to goof around. Marcus has an alcoholic family member and he has gained some measure of insight and understanding of this situation, enough to give him some healthy and mature perspectives.

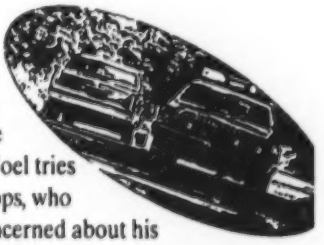
### *The stories the characters watch in Changing Channels are:*



#### *The Teen Drama*

Trey and Olivia, a high school couple, face a turning point in their relationship. Olivia has begun drinking while Trey strongly disapproves of alcohol use. Olivia's drinking affects all aspects of her life. Trey wants to help, and wants things just to be "the way they used to be," but he finds it difficult to deal with his own confusion, frustration, and anger. Viewers see that alcohol has severe effects on relationships. (Shown in three segments.)

#### The Cop Show



Two teenage boys are out joyriding. Jeff, the driver, is out of control, and his friend Noel regrets that he agreed to go along. They're being chased by a police car, but Jeff refuses to stop. When the car crashes, Noel tries to escape on foot, only to be caught by one of the cops, who turns out to be his brother. The cop is angry and concerned about his younger brother's ability to resist the tendency toward alcoholism in the family. He offers himself as a role model and guide to help the boy get through the tough times ahead. (Shown in three segments.)

### Paulie

Logical, sometimes to a fault, Paulie thinks in black and white terms and has little patience with people who don't see things as clearly as he does. Paulie likes things neat and orderly, and when things don't go his way he can get flustered and upset. Among his friends, Paulie also likes things neat. He is uncomfortable with disruption and disagreements and just wants everyone to get along.

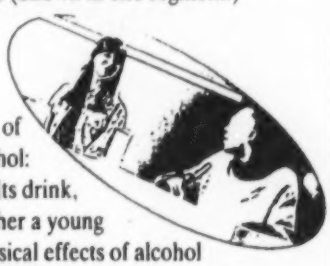
### Allison

Popular but quiet, Allison is caught in a bind experienced by many teenagers: she knows about the negative effects of alcohol use, but doesn't know how to resist the pull of the group towards using alcohol.

## The Comic!

A comic delivers jokes about some of the messages that television and advertising pass on to teenagers: the ideas that beer is a magnet for friends, drinking makes one attractive and desirable, and everybody drinks. Some of the viewers in the living room laugh along, recognizing the absurdity in the jokes, while others are uncomfortable with the realities they reveal about drinking. (Shown in one segment.)

## The Game Show



A game show focuses on some of the misconceptions about alcohol: the "myth" that almost all adults drink, the factors that influence whether a young person drinks, some of the physical effects of alcohol consumption, and what it takes to have a great party. The living room viewers guess along; sometimes they guess right, but other times they fall into the "myth traps" that all teenagers experience. (Shown in two segments.)

# Video Previewing Questions

These questions form the basis for general discussion prior to watching **Changing Channels**. They are designed to get students to think about "point of view" and "perspective." During your discussion, suggest that points of view develop based on what we observe others doing, the opinions and belief of others, and our own beliefs. A person makes healthy decisions by critically assessing information from all sources.

- Whom do you trust most to tell you the truth about what other people believe? What the world is really like? What is scientifically true? What decisions you should make? What you should buy? How you look?

  *Offer suggestions (friends, TV news, movies, a minister, a brother or sister, a boyfriend or girlfriend, a book, a teacher).*
  *Add some of your own ideas for other questions and sources of influence.*

- A famous artist, David Hockney, says, ***"What you see depends on what position you're in."*** What do you think he means by that? Why is it important to look for the perspective behind what someone else is telling or showing you (that is, the point of view behind a video, a news story, or a friend's advice)? Why do you think it's important for every person to develop his or her own perspective?

- What helps you to personally develop your own unique perspective? How do friends help or hinder your developing your own perspective?

### Open ended story option

The **Changing Channels** video comes with a closed story ending: Jason makes a clear decision about whether to go to the party. If you would rather let students talk about Jason's options *before* they see how the story ends, *stop the tape* when Jason stands in the doorway trying to make up his mind near the end of the story. Let the tape keep running if you prefer to show the whole ending. If you choose the open ending, show how the story ends later. It will give students a chance to see how their predictions are played out.

# ALCOHOL AND FRIENDS

THE LIVING ROOM SCENES

## MESSAGES

*Challenge and reflect on the beliefs and understandings of even those closest to you. They have a strong influence on your own opinions and decisions.*

*You are capable of generating your own solutions to tricky problems by yourself and with the help of your friends.*

*You can control your own life by questioning and evaluating the perspectives and ideas of others and comparing them to your own beliefs.*

### WHY ARE THESE MESSAGES IMPORTANT?

The frustration of adolescence often stems from the struggle to feel competent and valuable. For young people to acknowledge abstinence as a viable way of life, they must negate much of what they see: adults drinking, the media promoting alcohol as the adult beverage of choice, and their peers reinforcing damaging perceptions about drinking. It takes a healthy self image to resist the idea that drinking is inevitable. The five teenagers watching the TV in **Changing Channels** get closer to that sense of capability as a result of interchange and discussion. Abstinence as a way of life begins to seem reasonable and real.

### PLOT SUMMARY

Five teenagers — Jason, Allison, Marcus, Trish, and Paulie — are about to go to an after school party but decide to stop off at Paulie's house for a little while before the party begins. When Jason begins to pressure the others about drinking at the party, Paulie's large screen television comes to life and presents the teenagers with information and points of view on alcohol use, stimulating an exchange of ideas. While they watch, the teenagers learn more about each other, about what they've experienced in their own lives, and about what they really believe about alcohol. They find that their views are not all the same. By the end of their experience with the TV in **Changing Channels,** pro-abstinence views are both confirmed and reinforced.

STAND BY

TWO ACTIVITIES RELATED TO THIS SEGMENT FOLLOW

# Getting to Know the Characters

*Review the living room segments in the video using the synopsis on page 9.*

***This activity reveals student reactions to the personality characteristics and motivations of the the five teenage characters who watch the TV shows. Classroom discussion will stimulate debate from a variety of points of view. The second part of the activity is a vocabulary exploration.***

*Activity duration:*
*one class period*

## PRE-ACTIVITY QUESTIONS

- How did the characters' ideas about alcohol change, get stronger, or get weaker as the story went on?
- How could you tell?
- Whose ideas changed and whose didn't? What caused them to change?
- What most affected Jason's final decision?
- How did the characters' prior knowledge and experiences affect their reactions and perceptions?

## THE ACTIVITY

Using Student Activity Sheet 1, have students match the character adjectives to the characters. The word choices focus on relationships among the characters and what is driving each character. *The critical part of the activity is generating a class discussion about students' varying perspectives on the characters.* Informally collect the results and do a blackboard tally of the traits most often mentioned for each character. Link descriptive words to the behavior of characters and why they are or are not inclined to use alcohol. Probe for reasons that illuminate the differences of opinions students have about the characters (for example, was Jason being a leader, was he bossy, or was he really scared of something?).

In Part 2 of the activity, use the list of adjectives below to send students on a search of definitions in order to match words to characters they might represent. Have a few dictionairies on hand for teams to look up words if necessary.

***Part 2 words:***

| | | | |
|---|---|---|---|
| Imperious | Timorous | Judicious | Evolving |
| Sanguine | Verbose | Wily | Ludicrous |
| Intrepid | Empathetic | Domineering | Expeditious |

## POST-ACTIVITY QUESTIONS

- Where do you think these characters will be a year from now?
- What will their lives be like?
- Will Jason be drinking? Will anyone else in the group?
- Will Marcus and Jason still be friends?

### *Cross-curricular note*

Media, media literacy, or drama classes might adapt this activity by relating the characters of **Changing Channels** to other characters in popular literature and current television shows and movies. Students can list characters from other media who are like each of the characters in the video and discuss why are they alike. How close are the characters to "real" teenagers? How do books, movies, and TV "shorthand" characters to tell a story or get a point across? How and why do we sometimes "shorthand" people in real life?

# Getting to Know the Characters

For each of the five main characters in the video, choose three adjectives from the list supplied that best describe each person.

*Substitute words of your own if you like.*

ALLISON

_____

_____

_____

JASON

_____

_____

_____

MARCUS

_____

_____

_____

Helpful
Frightened
Pushy
Friendly
Brave
Mature
Sophisticated
Grown up
Confused
Confident
Thoughtful
Fair
Dangerous
Smart
Insecure
Misunderstood
Wise
Overprotective
Cautious
Honest
Happy
Sad
Embarrassed
Funny
Proud
Overwhelmed

TRISH

_____

_____

_____

PAULIE

_____

_____

_____

# Surviving The Pressure

***In this role-playing activity, students imagine themselves as one of the characters in the living room scenes and improvise what they would have done in a similar situation, with the goal of developing new ideas about how to resist pressure or stress from a group of friends.***

*Review the living room segments in the video using the synopsis on page 9.*

## PRE-ACTIVITY QUESTIONS

- At what point were you thinking that a character in the living room should do or say something different?
- What did you want the characters to do that they didn't do?

## THE ACTIVITY

Talk about the situations listed below to find useful solutions to difficult situations. One student might play out the role as it appeared in the video, while another takes on a different role and plays it out in a different way. For example, for the remote control keep-away-game, one student plays Jason the same way as in the video, but another plays Paulie in a way that Paulie might have reacted differently. After each presentation, have the class discuss impressions of the effectiveness of the alternative approaches.

Suggest some ways to handle tough situations. (Some examples appear in the word-find list below). Use these ideas to stimulate students' own ideas.

- If you were Paulie and your friends were playing keep-away with the remote, what would you do?
- If you were Trish and were once in an alcohol-related accident, what would you have said as Jason was showing his excitement about the car chase on TV?
- If you were Marcus, with an alcoholic family member, and were being pressured to go to a drinking party, what would you do or say to your friends?

Student Activity Sheet 2 provides a word search game as an alternative or adjunct to this classroom activity. Hidden in the letters are words and phrases about resisting social pressure and other concepts about alcohol. Page 15 repeats the puzzle with the answers highlighted. Page 14 is a second reproducible with the phrases and words listed for students.

Hidden phrases with clues for avoiding pressure include: **BE FIRM, WALK AWAY, STATE YOUR OPINION, USE YOUR SENSE OF HUMOR, CHANGE THE SUBJECT, ASK QUESTIONS, DO SOMETHING ELSE.** *Other words or phrases include:* **NORMAL, FAMILY, TWENTY ONE, DRUNK DRIVING, ROLE MODEL, ABSTINENCE, SOCIAL PRESSURE, WINE COOLERS, FRIENDS, TELEVISION, UNDER THE INFLUENCE, CONTROL, RELATIONSHIPS, MYTHS, PERSPECTIVES.**

## POST-ACTIVITY QUESTIONS

- Who really had control in the living room at different times?
- How did control change from the beginning to the end of the story?
- What made it change?

*Activity duration:*
*one class period for role playing;one class period for word search*
*(or use as after school work)*

*Cross-curricular note*

The concept of control can be explored in history or social studies classes with an emphasis on how world leaders have used control to both positive and negative ends throughout history. Literature courses might also explore the idea by using control as a thematic focus on characters in classic or contemporary novels. Issues of interpersonal control between two characters could help highlight the points of the activity.

STUDENT ACTIVITY SHEET 2

# Hidden Clues for Surviving the Pressure

Hidden in this word find game are eight phrases that will give you ideas about things to do when you're being pressured by your friends to try alcohol and you want to stay alcohol free. Also included are 15 other words or phrases related to alcohol. Look at the list provided by the teacher to help your search. The answers may be found vertically, horizontally, or diagonally, and may appear backwards in any of those directions as well. Good luck!

| M | E | R | T | N | E | X | G | E | N | C | O | N | T | R | O | L | R | Y | N | E | E | M | K | E | E | L | N |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| C | R | F | I | S | N | T | P | H | B | R | M | R | E | D | L | A | N | I | N | T | E | N | I | J | N | I | E |
| L | A | F | R | I | E | N | D | S | E | R | U | S | S | E | R | P | L | A | I | C | O | S | Q | U | T | A | E |
| I | C | R | C | L | A | S | E | I | I | N | O | J | N | A | W | A | L | K | A | W | A | Y | R | S | E | B | N |
| C | H | A | E | R | P | I | R | F | E | R | O | F | T | H | E | S | U | E | N | O | P | U | E | S | R | R | Z |
| G | L | N | E | E | S | L | E | G | N | I | H | T | E | M | O | S | O | D | H | E | L | N | L | A | P | Y | N |
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# Answers to look for in the puzzle:

**Phrases about ways to deal with pressure to drink:**

**BE FIRM** (about your own beliefs)
**WALK AWAY** (from the situation)
**STATE YOUR OPINION** (about preferring to stay alcohol free)
**USE YOUR SENSE OF HUMOR** (to disarm others using pressure)
**CHANGE THE SUBJECT** (to get others onto another topic)
**ASK QUESTIONS** (to put others into a defensive position)
**DO SOMETHING ELSE** (so that you and the group can still have fun but stay healthy)

*Other words and phrases in the puzzle:*

**NORMAL** (many people do not drink)
**TWENTY ONE** (the legal drinking age)
**DRUNK DRIVING** (a leading killer of teenagers)
**ABSTINENCE** (the state of being alcohol free)
**SOCIAL PRESSURE** (a main reason why teenagers drink when they don't want to)
**FRIENDS** (a main factor in whether a young person drinks or not)
**WINE COOLERS** (which contain alcohol)
**TELEVISION** (which frequently conveys inaccurate ideas about alcohol)
**ROLE MODEL** (an important person in every teenager's life)
**FAMILY** (a good resource for staying alcohol free)
**UNDER THE INFLUENCE** (being affected by alcohol)
**CONTROL** (every person can resist social pressure)
**RELATIONSHIPS** (they can be damaged by alcohol use)
**MYTHS** (there are many myths about alcohol)
**PERSPECTIVES** (everyone must develop his or her own)

# Answer Sheet

| M | E | R | T | N | E | X | G | E | N | C | O | N | T | R | O | L | R | Y | N | E | E | M | K | E | E | L | N |
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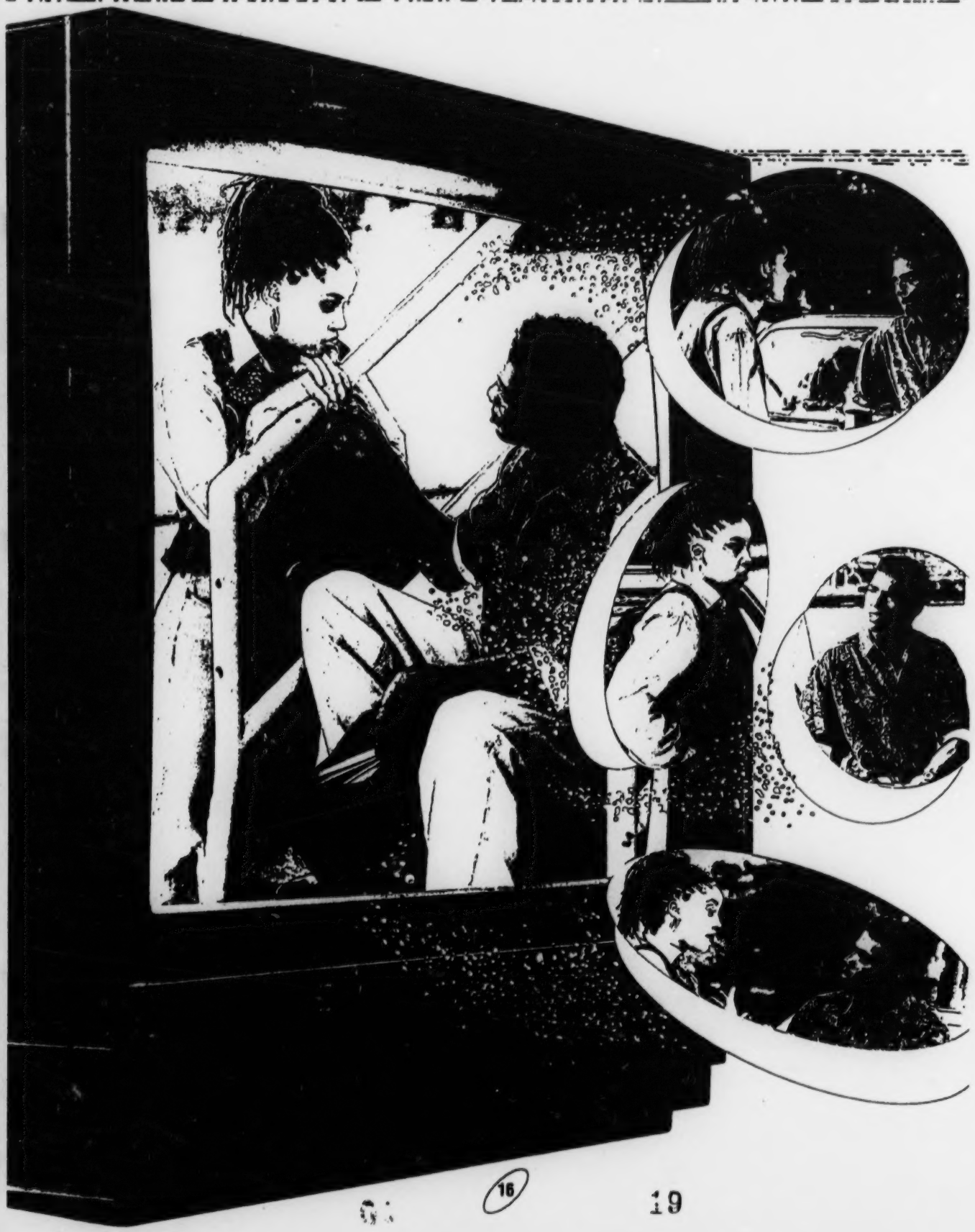


# ALCOHOL AND RELATIONSHIPS

THE TEEN DRAMA

## MESSAGES

*The use of alcohol can have serious negative effects on relationships of all kinds.*

*At a time when relationships take on more meaning and value for teenagers, alcohol is the wrong thing to introduce because it damages relationships.*

## WHY ARE THESE MESSAGES IMPORTANT?

When alcohol use is present in especially close relationships— between parents and children, siblings, best friends, or in dating relationships— it's much harder for the non-drinker to make independent decisions or come to healthy understandings. Pressure to do what the other person is doing in these relationships is particularly intense. This story and its activities attempt to help teenagers gain vantage points *apart* from their own relationships to see the negative impact of alcohol more clearly.

## PLOT SUMMARY

In the teen drama, Trey and Olivia, a high school couple, are arguing about Olivia's drinking. Olivia wants to be like her friends, but Trey thinks her friends are trouble. Olivia threatens Trey, saying maybe they shouldn't date any more, then tries to convince him to go along with her. Later, Trey tries to talk Olivia out of going to class because she's been drinking. She accidentally drops her books and blames it on Trey. She finally tells Trey she'll find someone who likes her the way she is. In the final segment, Olivia's friends have gone off without her. Trey warns Olivia that it's time to make a change.

## LIVING ROOM REACTIONS

The teenagers watching this on TV are split about what Trey should do. Jason thinks Trey should just go along, that he's just scared of growing up. Trish doesn't think Trey should cave in to Olivia's threats. Also, the girls think the teen drama shows a real life situation, but some of the boys think it's fake.

STAND BY

TWO ACTIVITIES RELATED TO THIS SEGMENT FOLLOW

# Olivia AND Trey
## What Should They Say?

***In this activity, students examine the words used by Olivia and Trey in the teen drama segments. This exploration of the dialogue will help students recognize the difficulty of working things out in close relationships where alcohol is involved.***

*Review the teen drama in the video using the synopsis on page 17.*

### PRE-ACTIVITY QUESTIONS

- Which words said by Trey and Olivia struck you the most?
- Which ones were troubling?
- Was Trey being helpful in what he said to Olivia?

### THE ACTIVITY

Using Student Activity Sheet 3, have students rethink the key exchanges in the teen drama scenes between Trey and Olivia. What was Trey trying to accomplish? How was he dealing with his frustration? Was it right for him to try to influence Olivia this way? Did either Trey or Olivia learn anything from their talk?

Have students probe underneath the words Trey and Olivia were saying. What was Trey really feeling? (He might be worried about what his friends, parents, or teachers would think, his image as a male, or being unable to convince Olivia to stop drinking or to control her behavior. Ask students to come up with other possible motivations and concerns.) And what was Olivia feeling (fear of losing Trey, confusion about what to do, need to be in charge of her own life, concern about her image with her new friends, doubt about her perspective on growing up)? Project what would have happened if Olivia had gone with her friends at the end, or if both Olivia and Trey had gone.

Involve students in small working groups or pairs to offer new responses for Trey by filling in the word balloons on the activity sheet. Set up clear goals for Trey: he wants to avoid having to drink to keep Olivia as a friend, he wants to be helpful, he wants to stay close to Olivia, and he doesn't want to be embarrassed in front of others. Student groups may offer other goals. Have students read their new dialogue out loud. Look for common themes and techniques in the student responses and highlight those that have the most value. (Remember, keep the discussion centered on Trey's and Olivia's feelings, not students' feelings.)

### POST-ACTIVITY QUESTIONS

- Do you think Trey and Olivia have a good relationship? Why or why not?
- What specific effects has Olivia's drinking had on the friendship?
- Do Trey and Olivia have a future together?
- What would they both have to do for the relationship to work better?

*Activity duration:*
*One class period*

*Cross-curricular note*

Drama classes might adapt this activity by casting the two roles with members of the class in three or four pairs. Actors talk through character motivations and backgrounds using the information from the video, presenting dialogue and character solutions by performing them for the class.

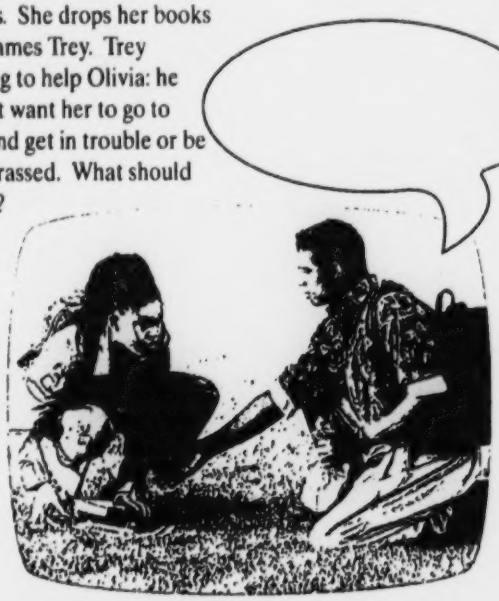
# What Should They Say?

In the teen drama, Trey and Olivia are arguing about Olivia's alcohol use. Trey cares for Olivia and wants her to be alcohol free and healthy, but she's following her friends. His words can help her if they are clear and direct. If they're not clear, he might not be able to help his girl friend.

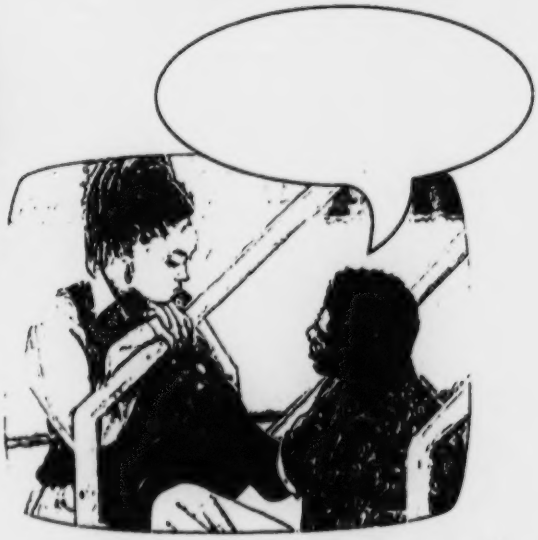
Here are three scenes from the story. In each, write words in the word balloons that might help the boy get his point across most clearly. You don't need to have seen the video to write new responses...imagine any boy and girl in these situations. What might he say to help his girl friend and stay alcohol free?

Olivia is trying to convince Trey to come to a party with her. But Trey doesn't want to get involved and he doesn't want her to get involved either. What should he say to her?

Olivia is drunk on her way to class. She drops her books and blames Trey. Trey is trying to help Olivia: he doesn't want her to go to class and get in trouble or be embarrassed. What should he say?



Olivia is feeling better later in the day but is upset about the way she treated Trey earlier. Trey is still a little angry, even though he still wants to help her. What should Trey say to Olivia now?



# *Beyond Trey AND Olivia:* A RELATIONSHIP TRAIL

*In this activity, students complete a relationship map of Olivia's life to demonstrate how her drinking has dramatic and severe effects on all of her relationships.*

*Review the teen drama story in the video using the synopsis on page 17.*

## PRE-ACTIVITY QUESTIONS

- What does "under the influence" mean?
- Does it only apply to the person who is drinking?
- Is Trey "under the influence" too?
- Who else might be affected by Olivia's drinking?

## THE ACTIVITY

In small groups, students complete maps of the relationships that are affected by Olivia's use of alcohol. The maps are flow charts with Olivia at the center. Other persons in her life are represented by different shapes — squares, triangles, circles, and others. As students create their flow charts, they should write in how each person might be affected. For example, what is the effect of Olivia's drinking on Olivia's father? Would he be hurt, confused, frustrated, angry, scared? How does it affect his behavior? His expectations for Olivia? His relationship with his wife? What actions might he take? Students should use the box provided with each person to make notes about the possible effects Olivia's drinking would have.

Student Activity Sheet 4 provides the start of the map. Students may want to expand it with other individuals. Students might draw solid lines connecting those who are *directly* affected and dotted lines to those *indirectly* affected. The sheet also provides a list of possible "effects" for some of the people affected by Olivia's drinking. *(These are ideas only. Students should generate their own ideas.)* After filling in the boxes for each person, small groups should report back to the classroom on the effects they predicted. Generate discussion about the similarities and differences resulting from the maps.

***(Remember: students' different perspectives about relationships may have their basis in family or ethnic culture.)***

## POST-ACTIVITY QUESTIONS

- Where does the extent of "under the influence" end?
- How can all of the people in Olivia's life support her in her struggle with alcohol? What are some ways each could be part of her support system?

*Activity duration:*
*One class period*

### *Cross-curricular note*

Art or graphic arts classes might adapt this activity by asking students to suggest other ways these relationships could be depicted: murals, mobiles, and three dimensional sculpture are some options. Encourage students to be creative about techniques to suggest the strong relationships between Olivia and others and the powerful effect of Olivia's alcohol use on those people.

STUDENT ACTIVITY SHEET 4

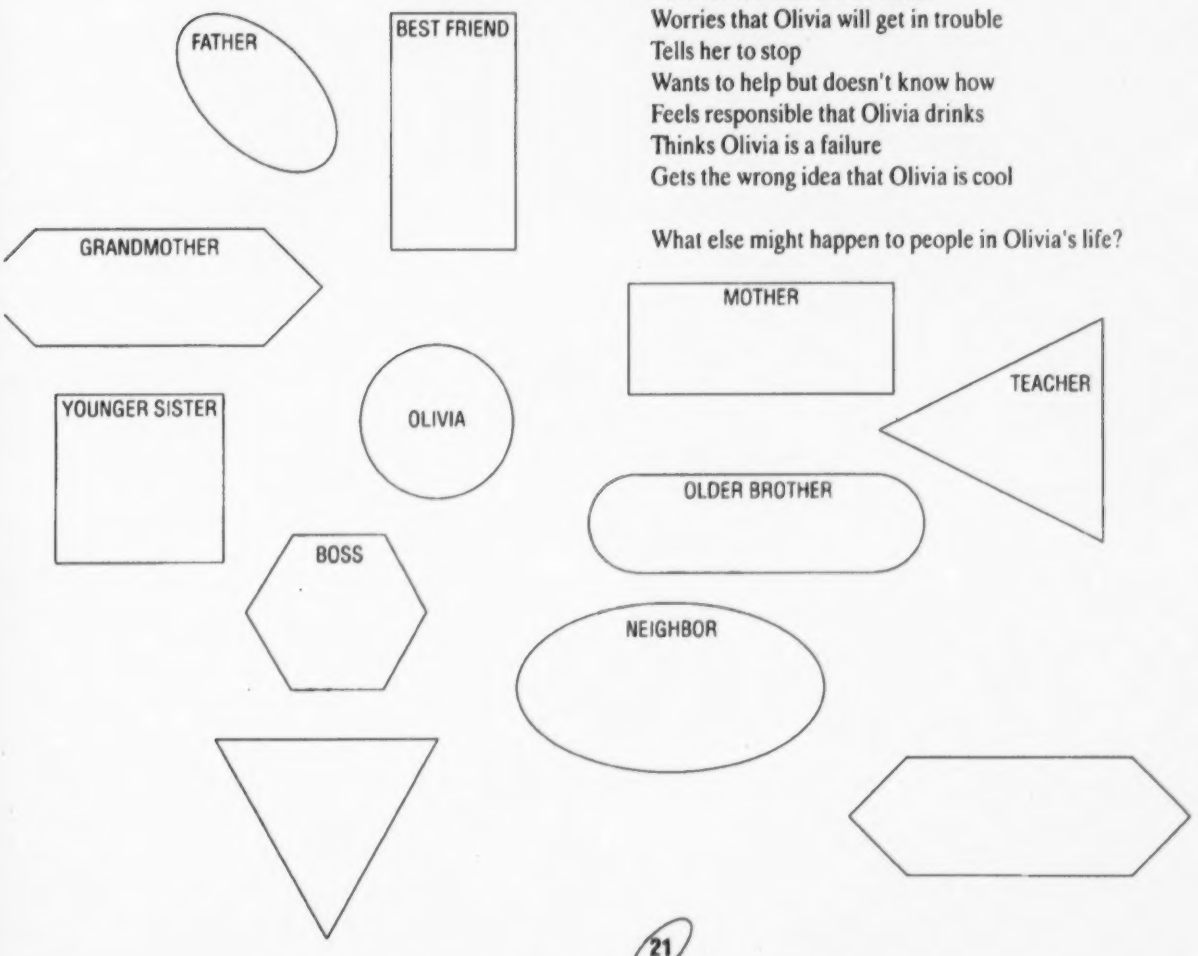
# *Beyond Trey ~~AND~~ Olivia:* A RELATIONSHIP TRAIL

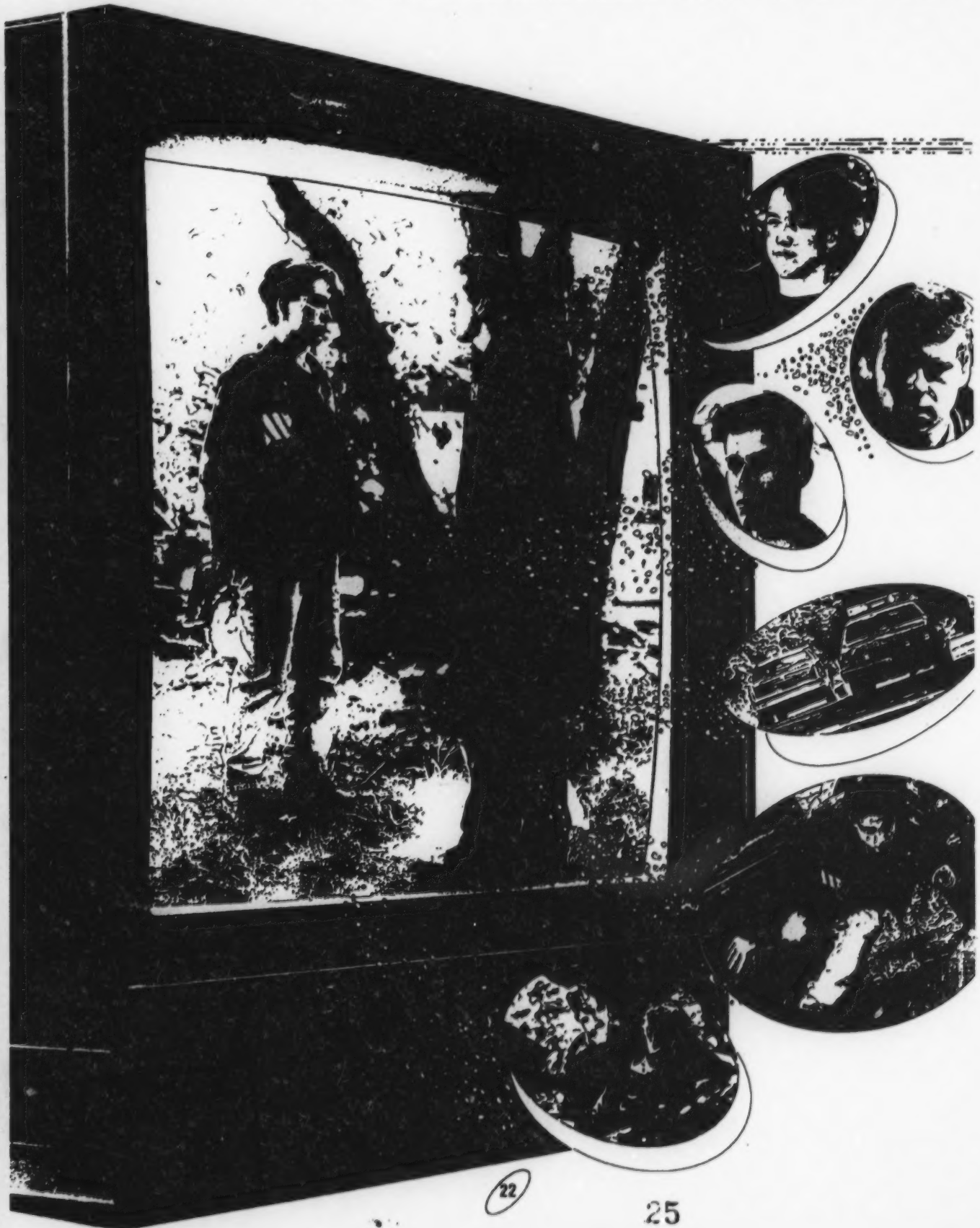
Here is the beginning of a "map" of Olivia's life. Olivia, a teenage girl, has started drinking. How will that affect the people in her life? Draw a solid line between Olivia and those people who would be *directly* affected, and a dotted line to those who would be *indirectly* affected. Then, in the box provided for each person, write how that person might be affected by Olivia's drinking. How would that person react? What would he or she do? How might he or she feel?

Here are some starter ideas of the kinds of effects Olivia's drinking might have on different people. You might place some of these next to the people in your map, but be creative! Use your own experience and ideas to write in the effects you think might happen.

Spends less time with Olivia
Misses some days at work
Wants nothing to do with Olivia
Feels shame that Olivia drinks
Worries that Olivia will get in trouble
Tells her to stop
Wants to help but doesn't know how
Feels responsible that Olivia drinks
Thinks Olivia is a failure
Gets the wrong idea that Olivia is cool

What else might happen to people in Olivia's life?





# ALCOHOL AND GROWING UP

THE COP SHOW

## MESSAGES

*If someone in your family is an alcoholic, that does not mean you will be alcoholic, too. But it might be harder for you to stay alcohol free.*

*Finding a role model — a trusted adult you admire and respect — is one helpful way to avoid alcohol problems.*

## WHY ARE THESE MESSAGES IMPORTANT?

Some people need extra support to make abstinence a reality in their lives. Factors in their environments and families can make it more difficult. One concrete solution is to find a person who can be an example and an understanding friend, someone whose life offers proof that it's possible to break the pattern of drinking. This story and its activities suggest ways that teenagers can heighten their own understandings about the people around them who can offer help, advice, and models for healthy behavior.

## PLOT SUMMARY

The cop show starts with a chase scene with a police car chasing another car. Two teenage boys are in the car. They've been drinking. Following a crash, one of the boys, Noel, tries to escape on foot. He's chased by a police officer, who turns out to be his brother. Later, at the crash site, the cop tells Noel he has to arrest him. Also, surprised that his brother has been drinking, he tells Noel that just because their father ruined his life with alcohol, that doesn't mean Noel has to follow in his father's footsteps. Clearly, Noel doesn't know where to turn. His brother offers himself as a positive example and a helper as Noel works his way through his problems.

## LIVING ROOM REACTIONS

In the living room, Jason is excited by the chase scene while others are disturbed by it. Trish quietly confesses to Allison that once she almost died because of a drunk driver. Later, Marcus is especially drawn to the conversation between Noel and his older brother. Paulie makes a comment to Marcus that shows his awareness of the family difficulties Marcus has faced in the past, much like Noel. Marcus agrees that a role model or trusted adult can be a real help.

STAND BY

TWO ACTIVITIES RELATED TO THIS SEGMENT FOLLOW

# a FRIEND-TO-MENTOR CONTINUUM

***Students often confuse the concepts of friends, role models, mentors, and heroes. This confusion can cause problems: a hero becomes an insufficient role model or a friend becomes a poor mentor without the necessary experience. This activity demonstrates that each role has a different value for the developing adolescent.***

*Review the cop show story in the video using the synopsis on page 23.*

## PRE-ACTIVITY QUESTIONS

- What could Wayne, the policeman, really do to help his brother Noel?
- Could Jeff, Noel's friend who was driving the car, do the same things?
- Should Noel trust Jeff to give him any kind of advice or be a "role model" in any way?

## THE ACTIVITY

*Activity duration:*
*One class period*

Generate class discussion about the differences among: friend, hero, role model, mentor. Use the generic definitions on Student Activity Sheet 5 to direct the discussion. Write the words friend, role model, hero, and mentor on the board, and ask the following questions.

With whom would you go to a movie? Share an important personal secret that no one else knows? Talk about the right choices to make about your future? Talk about the things that bother you or frighten you? Go to a party? Whom would you let take care of you if you were sick? Whose poster would you want to put up on your wall? Whom would you trust to make a critical personal decision for you if you couldn't?

Multiple answers are okay and expected because often these roles can blur and one person can serve different roles. The key is to have students discuss their reasons and elicit understandings of the varied functions of the different roles. Individually, ask students to write on Student Activity Sheet 5 the qualities of people in their lives who fulfill each role. Although class discussion of individual names is inappropriate, you may want to give some general advice: all of the roles are important and all teenagers should be thinking about people in their lives who might fill the gaps on their lists. (This is especially true for teenagers whose families offer little or no support.)

A community connection to this activity: many community organizations have mentoring programs that help students with their career and vocational aspirations. Teachers or students might research local resources like this and provide a list for students.

*Cross-curricular note*

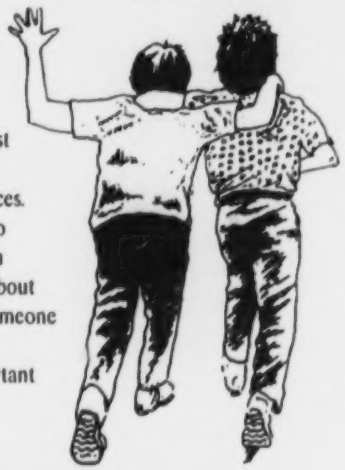
History classes might adapt this activity by building a lesson around classic examples of the positive effects of friends, role models, mentors, and heroes on famous individuals in history. Who did Martin Luther King trust for advice? Who were Eleanor Roosevelt's heroes? What effect did Thomas Jefferson's friends have on his life?

## POST-ACTIVITY QUESTIONS

- Which of the four kinds of roles in one's life is the hardest to find?
- Which of the four do you think might be most important to someone your age? For a high school senior?

# A FRIEND-TO-MENTOR CONTINUUM

## Friend



Someone you like and trust to some degree and with whom you share experiences. Someone who will listen to your troubles and give you ideas. Usually someone about your age. Probably not someone whose advice you rely on completely to make important personal decisions.

**What qualities would YOU look for in a friend?**
**How would you tell if someone is a good friend or not?**

## Hero

Someone you may not even know personally, but who has a trait or skill you admire. Often someone famous who has succeeded in a field you would like to succeed in, or someone who shares one of your strongest personality traits (like bravery, strength, caring, talent). Someone you probably don't know much about, especially regarding the realities of his or her day-to-day life.

**What talents or traits does your hero have?**
**Why do you think you chose this person as a hero?**

## Mentor

Someone who has made a commitment to help you in a very specific way, usually in a career. For example, if you want to be a writer, a mentor will share ideas and experiences that help you work your way toward being a professional writer. Probably someone older than you. Probably not someone with whom you'd spend a lot of time, as you would a friend.

**Where would you look for a mentor in your life?**
**How would you go about finding one?**

## Role MODEL

Someone who lives life the way you would like to live it, who has values and beliefs you share, and who has set a course in life that you admire. Someone who can give you ideas about how they succeeded. Usually someone older than you. Probably not someone who would share lots of good times in a way that a friend or peer would.

**What kind of role model would you like in your life?**
**How would a role model help you?**

# Playing the Numbers

*Review the cop show story in the video using the synopsis on page 23.*

***Note: This activity is for math or social studies class. It is designed to offer practical, alcohol-related facts for math and social studies students to practice and apply statistical concepts in the real world, and to their own lives.***

*Activity duration:*
*One class period for math, one class period plus home or library work for social studies class.*

*Cross-curricular note*

English and writing classes might follow-up on this activity by asking students to write an article on the findings for local or school newspapers. Interview the students who collected and interpreted the information as "experts" on the facts. Focus not only on the findings but on the process students used to reach them and any interpretations they made based on the findings.

## PRE-ACTIVITY QUESTIONS

For **math classes**, lessons leading up to this activity should provide a review of these statistical concepts: percentage, average/mean, probability, and descriptive statistics. A major goal of the activity is to demonstrate that a statistic showing a high number of children of alcoholics who are affected in some way by it does not mean every such child will be affected. In **social studies classes,** pre-activity discussion should be about various resources for statistical and demographic information about the local town, city, or state. This information will be used in comparison with the statistics on Student Activity Sheet 6.

## THE ACTIVITY

**Math:** Use the statistics on Student Activity Sheet 6 to demonstrate and discuss the statistical concepts listed above, concentrating on accurate and fair interpretations that can be made.

**Social studies:** Apply the statistics on Student Activity Sheet 6 to your local town, city, or state. Have students calculate the number of people in your community who would fall under various categories based on these percentages. To get a true "social studies" perspective on the community, have students then research whether the national statistics are true for their community. Suggest some local agencies that would have the information. Have students call the local police department for statistics on arrests for drunk driving over the past five years (or other statistics such as deaths related to alcohol, number of underage people arrested for drinking, etc.). Examine the data: are arrests going up or down? How does your community compare with national averages? (Much information is available from your police department or library reference desk.)

*The chart on page 40 offers additional state-by-state statistics on adult alcohol use for students to use in practicing their statistical skills.*

***Remember: when discussing these statistics, emphasize that they do not place any one student in any of these categories. Less than half of children of alcoholics develop drinking problems and only a portion of these develop alcohol dependencies. The fact of an alcoholic parent does not predict the future for any one child.***

## POST-ACTIVITY QUESTIONS

- Do statistics tell us what must be or what usually has happened?
- How can any one person avoid becoming alcoholic (or part of the negative statistics)?
- In the cop show story, what can, or will, Noel do to avoid becoming alcoholic?

# Playing the Numbers

## Problem 1

- *69 percent of eighth-graders say they have tried alcohol. There are about 2,540,000 eighth-graders in America.*
- *How many have not tried alcohol? How many have tried alcohol?*
- *Make a pie chart that demonstrates the percentage of those who have and have not tried alcohol.*

## Problem 2

- *Three out of five children who have an alcoholic parent have a substance abuse problem or serious emotional problem when they grow up.*
- *If there are about 7 million students in grades 6-8, and one in ten of those students has an alcoholic family, how many of those students are at risk for developing substance abuse or serious emotional problems as a result of a parent's alcoholism? How many probably will not?*
- *Make a bar graph that demonstrates the answers to the two questions above.*

# ALCOHOL AND IMAGE

## THE COMIC MONOLOGUE

### MESSAGES

*Don't let television or advertising trick you into thinking drinking is "normal."*

*Drinking does not make you happier, healthier, better looking, more athletic, more appealing to others, or, especially, "just like everyone else." In fact, it may* ***prevent*** *you from achieving these things.*

*The use of alcohol often results in becoming less accepted, not more accepted, because your behaviors while under the influence can make you the object of humor, ridicule, or disgust.*

***Special note:*** *Humor is a complex concept: why do we laugh at some things and not at others? The comic in* ***Changing Channels*** *tells two jokes intended to convey the messages listed on this page. However, the reasons that certain topics about alcohol are funny may be different for different students. To emphasize the message that drinking behaviors are funny because they are sad at the same time (a very difficult concept), you might want to ask students these questions:*

*Was the comic saying that people are funny when they drink? Or was he saying they're actually kind of sad?*
*Why do you think people laugh at others who are being ridiculous or disgusting?*

### WHY ARE THESE MESSAGES IMPORTANT?

Many sources that young teenagers rely on for clues about acceptable behavior link alcohol use with things teenagers highly value -- social acceptance, a sense of being "normal," and physical attractiveness. Television commercials, print advertisements, and film and television stories can easily mislead. The comic monologue begins to suggest that teenagers need to be alert to misconceptions passing as truth. They must make sense of what they see and become more critical consumers of ideas. By becoming more selective about the sources they trust and recognizing the misleading tactics used to promote pro-drinking messages, children are more likely to see that abstinence is normal, healthy, and socially acceptable. They will have the foundation to counter a pro-drinking message.

### PLOT SUMMARY *and* LIVING ROOM REACTIONS

A stand-up comic appears on the television, delivering some jokes about the way television seems to portray drinking as normal as well as the effects alcohol has on people in social situations. The teenagers laugh along with the jokes, but Jason is skeptical, thinking back to the continual stream of messages he's been hearing all his life that have led him to believe that everybody drinks.

STAND BY

TWO ACTIVITIES RELATED TO THIS SEGMENT FOLLOW

# An Advertising Billboard Collage

***In this activity, students explore the tricks and techniques used in advertising to sell products. Students build a collage of print advertising that takes advantage of teenagers' perspectives and understandings of alcohol and its effects.***

*Review the comic segment in the video using the synopsis on page 29.*

## PRE-ACTIVITY QUESTIONS

- Where do people get their ideas about what is "normal" or "cool" behavior?
- How much of a role does television play? TV ads? Radio? Magazine ads?

## THE ACTIVITY

Have students work on Student Activity Sheet 7 to give them practice in identifying commonly used advertising techniques. Give them clues from the list below and conduct a brief discussion after students have completed their individual reviews of the sample ad. Then have students collect examples of ads that use these techniques and create a billboard collage. The collage should also include counter-examples to the advertising shown: a picture of people drinking at a beach might be accompanied by a photo of an athlete who died in an alcohol-related accident, for example. Hang the collage in the school hallway, use it as a backdrop for an assembly, or display it in a local store window. Ask local merchants to offer space in their stores.

***Have the students look for ads that:***

- Link alcohol use to having a good time
- Link alcohol use with being surrounded by friends
- Link alcohol use with physical beauty, health, perfect bodies
- Fail to show the often negative outcomes of drinking
- Use models who might appear to be underage to get minors to think it's OK to drink
- Link alcohol use to patriotism and national pride
- Link alcohol use to sports and dangerous hobbies
- Promote alcohol to specific audiences (women, Blacks, young people)
- Downplay or fail to mention the presence of alcohol, especially in wine coolers
- Suggest "everybody is doing it"
- Suggest that alcohol is a part of growing up.
- Show powerful anti-drinking images such as wrecked autos and warning labels

## POST-ACTIVITY QUESTIONS

- What new ideas do you have about whom/what you should trust in terms of advertising messages?
- How do you see these techniques being used beyond alcohol (tobacco, clothing, cars, food)?
- Which ads do you see most differently now? Why?

*Activity duration:*
*About a week of after-class time to collect material and one class period to assemble the collage.*

*Cross-curricular note*

Social studies courses might adapt this activity by designing a lesson around the uses of propoganda throughout history and in current times. Use some of the key themes of this activity (ads that build a sense of "belonging" if you follow a trend or way of thought, for example) and show students how propoganda has been used to stimulate social movements, discriminate against groups of people, or rally populations around tasks or goals (such as those related to war).

# How Do They Trick You?

Look at this wine cooler ad. How is the ad trying to make you want to buy and drink the product? What *doesn't* the ad tell you about wine coolers? List your observations at the bottom of the sheet.

How is this ad trying to make you want to buy this wine cooler?

What truths about wine coolers **doesn't** the ad tell you?

# CREATE-an-Ad

*Review the comic segment in the video using the synopsis on page 29.*

***In this activity, students use some of their knowledge about advertising techniques to create ads that sell the benefits of staying alcohol free. (If your students have not yet done the previous activity, you might review some of the techniques listed on page 30.)***

*Activity duration:*
*One class period*

*Cross-curricular note*

Science classes might collaborate with classes using this activity to research and explain in greater detail the physiological and psychological effects of alcohol consumption. Activities might trace alcohol through the body (down the mouth and throat, into the stomach, into the blood stream, etc.), offering additional inspiration for the creation of the ads in this activity. Other science discussions that could lead to effective ads: why a teenager would feel the effects of alcohol more quickly than an adult, why an adolescent can become alcoholic in as little as six months, why alcohol sometimes affects men and women differently.

## PRE-ACTIVITY QUESTIONS

- What are some of the good reasons for **not** drinking?
- Are the reasons different for someone your age than they would be for an adult? Why or why not?

## THE ACTIVITY

Using Student Activity Sheet 8 as a guide (including the word scramble game portion to generate themes), have individual students or small groups of students create a print ad, with visuals, text, headlines, etc., to "sell" the benefits of staying alcohol free to other students. Encourage students to be creative and come up with unique approaches. The words scrambled at the bottom of the page are three thematic reasons for not drinking (they include SELF-CONTROL, CLEAR MIND, INDEPENDENCE), but there are many other themes that could become central to an ad (healthy body, obeying the law, avoiding accidents, and avoiding later addiction are others).

When the ads are completed, post them around the classroom grouped by similar themes. Using the post-activity questions suggested below, lead students to understandings about the use of certain techniques or approaches to make messages interesting and acceptable.

## POST-ACTIVITY QUESTIONS

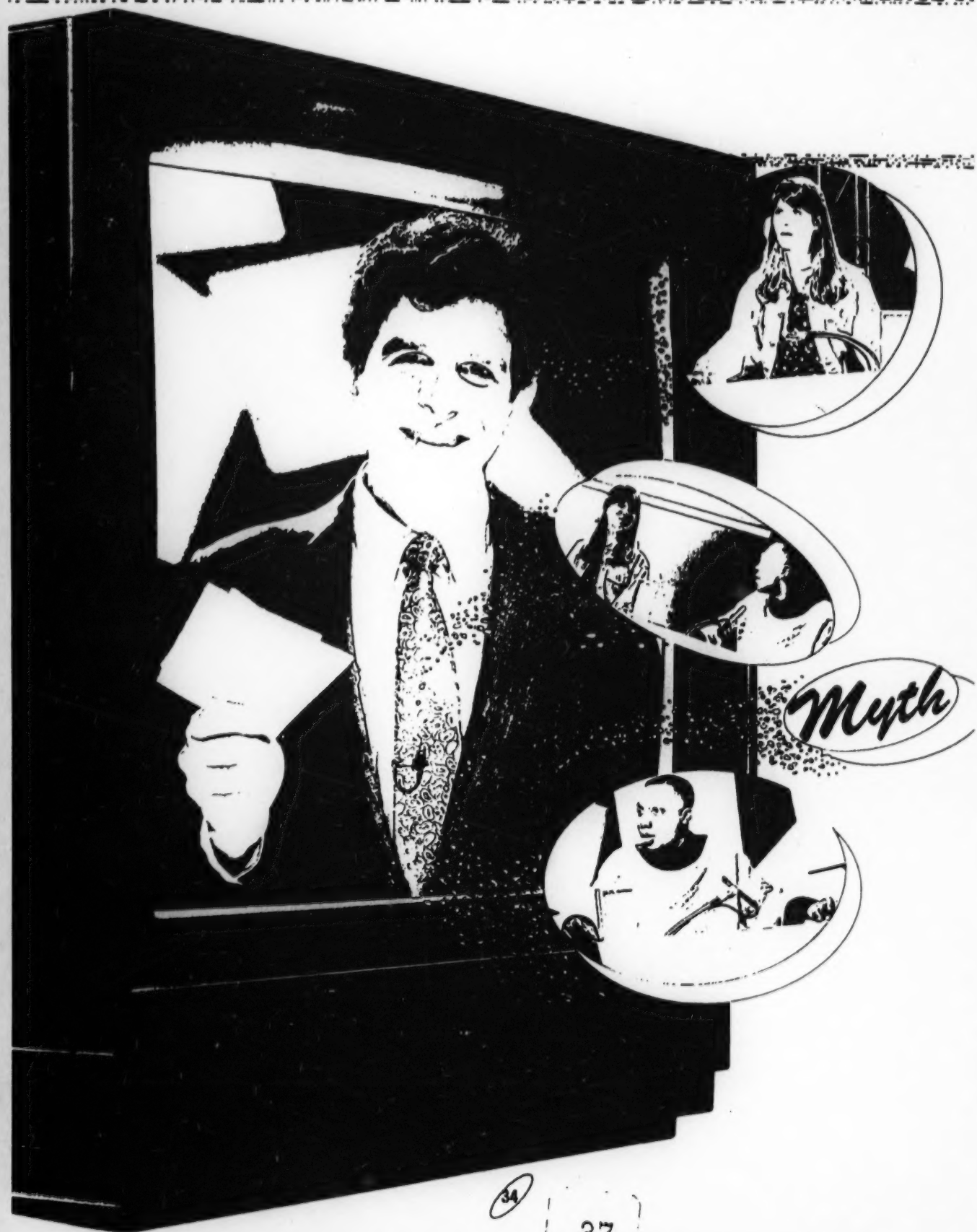
- Which non-drinking themes were used most often? Why are these themes especially important to students your age?
- Who stands most to benefit from using techniques designed to make alcohol more appealing?
- Why aren't advertisers and manufacturers more honest about the negative effects of alcohol?

STUDENT ACTIVITY SHEET 8

# CREATE-an-Ad

Using this space, create a magazine ad that promotes the benefits of ***not*** drinking. How would you get the idea across to a friend or someone else your age? At the bottom of the page are some scrambled words that might become a theme for your ad. For example, you could unscramble the letters THALEH to come up with the word HEALTH as a theme.

| FLES-ROLCONT | ELARC DNIM | NEDIPCEDNENE |
|---|---|---|
| (First letter is S) | (First letter is C) | (First letter is I) |


Myth

# ALCOHOL AND BELIEFS

THE GAME SHOW

## MESSAGES

*Abstinence is normal and typical.*

*Alcohol is not needed to have a good time.*

*Friends can have a strong influence on whether you drink or not.*

*The physical effects of alcohol use can be surprising and severe.*

### WHY ARE THESE MESSAGES IMPORTANT?

The right facts, presented in the right context, can be very compelling to teenagers. The key is making the facts relevant to their emotional perspectives and their own assumptions about what is true and not true (i.e., what they think they know). In a fact-rich world, facts can sometimes seem irrelevant and unconvincing but when facts touch home, they have great power. The facts presented in the game show in the video are designed to challenge some of the typical assumptions of teenagers. The mediating influence of the TV game show allows the teens in the living room to question and debate some of the facts based on their own experience and knowledge. They discover, much to their surprise, that not everyone believes what they do.

### PLOT SUMMARY

The game show delivers a series of questions that challenge the contestants' notions about the prevalence of drinking in society, the role alcohol plays in social situations, and the effects alcohol can have on unborn babies.

### LIVING ROOM REACTIONS

Like the contestants, the teenagers watching in the living room sometimes get the answers right. But Trish wasn't aware that alcohol can injure unborn babies and Jason doesn't believe that alcohol is a drug. For our five main characters, the game show has the effect of participatory competition. They really get into finding out what the right "questions" are, playing off what they think they know and what they've heard, correctly or incorrectly, from other sources.

STAND BY

TWO ACTIVITIES RELATED TO THIS SEGMENT FOLLOW

35

***In this classroom game, students explore each other's knowledge about alcohol. The game allows students to discuss and generate what they think are right answers before responding as a team: the main goal of the game is for students to trade understandings and to defend or support their beliefs before answering as a team.***

*Activity duration:*
*One class period*

## *Cross-curricular note*

This could become a school-wide activity with students from different kinds of classes (biology, history, social studies) or extracurricular groups (debate team, newspaper staff, basketball team) competing as teams. The differences among groups' perspectives (sports based, science based, etc.) could provide some interesting discussion material.

**Sources for these questions: General Reports on Youth and Alcohol, published by the Department of Health and Human Services (1992), Office of Inspector General, and Learning to Live Drug Free: A Curriculum Model for Prevention, both distributed through the National Clearinghouse for Alcohol and Drug Information.**

# A CLASSROOM Game Show

*Review the game show in the video using the synopsis on page 35.*

## PRE-ACTIVITY QUESTIONS

- What surprised you in the answers given in the video game show?
- Did you know these answers before you heard them?

## THE ACTIVITY

Divide your classroom into teams (about 5-7 in each team) with one team reporter for each. Set up the room so that the teams are separated (this is important because teams need time to discuss possible answers privately). Ask each question below. All teams consider their answers at the same time. Then ask each team reporter to report the team's answer. Score one point for each right answer for each team. Remember, the object is to clarify any misconceptions. (Use your own judgment about granting points: the team with the closest answer might get the point, or you might allow teams a range for "close enough" answers so that all get points if the answers are reasonable.) Student Activity Sheet 9 provides a score sheet for each team player to keep track of the team's answers.

**Questions:**

1 Of all of the brands of wine coolers on the market, about what percentage of them actually contain alcohol? (**100 percent**)
2 What percentage of fourth, fifth, and sixth grade students know that wine coolers contain alcohol? (**20 percent**)
3 What is the minimum age to purchase alcohol in the United States? (**21**)
4 Students who drink and students who don't drink get their information about alcohol from different sources. (A) Where do most non-drinkers get their information, and (B) where do drinkers get theirs? (**non-drinkers from family; drinkers from friends**)
5 What percentage of traffic accidents involving 15- to 19-year-olds involve alcohol? (**45 percent**)
6 Although more than 90 percent of students agree that a person should never drink and drive, some still accept a ride with a driver they know has been drinking. About what percentage of students your age do that? (**about 33 percent**)
7 A study asked students "would your close friends disapprove if you drank alcohol regularly?" What percentage said yes? (**76 percent**)
8 What kind of drug is alcohol: a stimulant, a depressant, or a hallucinogen? (**depressant**)
9 What percentage of adults in our state rarely or never drink alcohol? (See page 40 for a state-by-state list. If your state is not listed, use a neighboring state or the national statistic.)

## POST-ACTIVITY QUESTIONS

- Was there anything in these new questions that surprised you?
- Was there anything that you just don't believe? What evidence do you have to support your belief? How could you find out more?

STUDENT ACTIVITY SHEET 9

# Myth Information

## SCORE CARD

| | Team 1 ✔ | Team 2 ✔ | Team 3 ✔ | Team 4 ✔ |
|---|---|---|---|---|
| Q1 | | | | |
| Q2 | | | | |
| Q3 | | | | |
| Q4A | Non-Drinkers | Non-Drinkers | Non-Drinkers | Non-Drinkers |
| Q4B | Drinkers | Drinkers | Drinkers | Drinkers |
| Q5 | | | | |
| Q6 | | | | |
| Q7 | | | | |
| Q8 | | | | |
| Q9 | | | | |
| TOTALS | | | | |

For each question, write your team's answer in the box to be ready when the host asks all teams to reply. If the host gives your team a point, color or check in the box next to your answer. Write in the other teams' answers along with your own to compare them to yours. Add up the number of correct answers at the end of the game. How did your team do? How did the other teams do?

***This activity underscores that many "facts" about alcohol are actually myths based on little or no information. The activity uses a checklist approach to get a classroom-wide view on some key myths about alcohol.***

*Activity duration:*
*One class period*

*Cross-curricular note*

History and English/language arts classes might use this activity by relating it to the larger concept of myth, how myths are created, and, especially, how they often adapt and evolve to the contemporary culture. Another concept to be explored: how do myths, and their underlying perspectives, become outdated and useless in contemporary times?

# Would You BELIEVE?

*Review the game show in the video using the synopsis on page 35.*

## PRE-ACTIVITY QUESTIONS

- What is your definition of a popular myth? How have you heard the term used before?
- What are some examples of "myths" that people live by? (Give an example as a starter: girls are smarter than boys, or boys are better at sports than girls.)

## THE ACTIVITY

Student Activity Sheet 10 provides a list of some facts and common popular myths about alcohol. Either individually or in small groups (a way to generate useful discussion), students complete the survey. Collect the information and tally the results. Select the most interesting results (probably those where there is a wide diversity of belief) and talk about those points. Be sure to ask students to provide sources for their decisions on whether a statement is a fact or a myth. One option for clustering these sources is by scientific information, hearsay, or personal experience.

**Correct answers to the survey are:**

1. ***Fact.*** Proved by scientific observation.
2. ***Myth.*** Athletic ability depends on an individual's talents and abilities, not being male or female.
3. ***Myth.*** Almost half of adults do not drink or rarely drink and live happy, complete lives without the presence of alcohol.
4. ***Myth.*** The use of alcohol almost always leads to behaviors and outcomes that are unpleasant to watch and experience.
5. ***Myth.*** The amount of alcohol in a serving of beer is about the same as the amount in a glass of wine or a shot of whiskey.
6. ***Fact.*** Alcohol has a quicker, more dramatic effect on a smaller person than on a larger person; this is why females often feel the negative effects of alcohol more quickly than males.
7. ***Myth.*** Although the caffeine in coffee stimulates the body in some ways, it does not negate the effects of alcohol.

## POST-ACTIVITY QUESTIONS

- What new ideas do you have about believing what you see or hear?
- Where do some of the myths about alcohol come from?
- Why do you think popular myths last? Why are they important to people, even when they promote false ideas?

# Would You BELIEVE?

Look at each of the statements below. Based on what you've heard and what you believe, which ones are facts and which ones are myths (meaning that they're not true or not always true, even though some people think they are always true)?

Try a few easy ones to get used to the idea of myths and facts. (Or are they so easy?) Your teacher has the answers.

***Place a check mark (✓) in one of these columns for each statement.***

| | FACT | Myth | **Not sure** |
|---|---|---|---|
| **1.** The world is round. | _____ | _____ | _____ |
| **2.** Boys are better athletes than girls. | _____ | _____ | _____ |
| *Now try a few statements about alcohol. Which are myths, and which are facts?* | | | |
| **3.** Drinking is part of being an adult. Eventually, everybody drinks alcohol. | _____ | _____ | _____ |
| **4.** Drinking makes you more appealing to others. | _____ | _____ | _____ |
| **5.** A mixed drink contains more alcohol than a beer. | _____ | _____ | _____ |
| **6.** A person's size can determine how quickly alcohol can have a negative effect. | _____ | _____ | _____ |
| **7.** Coffee is a good way to sober up. | _____ | _____ | _____ |

*If you're interested, ask your teacher for more copies of this sheet to try out with your friends, parents, and other adults you know. How did they respond?*

# Further Reading

The following publications informed the development of the concepts in **Changing Channels** and may provide teachers with additional background. The Department of Education does not endorse any private or commercial products or services, or products or services not affiliated with the federal government.


Coopersmith, S., Thomas, A., & Birch, H. (1972). Antecedents of self-esteem. San Francisco: W.H. Freeman and Company.

Damon, W. (1977). The social world of the child. San Francisco: Jossey-Bass.

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Paplia, D. E., & Olds, S. W. (1979). A child's world: Infancy through adolescence. New York: McGraw-Hill.

Shiff, E. (ed). (1990). A guide to raising loving, responsible children. New York: Delacorte.

Shure, M. B., & Spivack, G. (1977). Problem-solving techniques in childrearing. San Francisco: Jossey-Bass.

U.S. Department of Education (1990). Growing up drug free: a parent's guide to prevention. Washington, D.C.

U.S. Department of Education (1990). Learning to live drug free. Washington, D.C.


### State Abstinence Rates

The following statistics on state-by-state abstinence levels can be used for discussion or as part of the game show questions on pages 36 and 37. Percent of adult population who never or rarely drink (taken from The Alcohol Report, February 1993):

Alabama 69.4
Arizona 43.2
California 42.3
Connecticut 3 1.5
Florida 45.5
Georgia 61.9
Hawaii 47.1
Idaho 52.6
Illinois 46.3
Indiana 53.5
Iowa 46.0
Kentucky 65.4
Maine 50.2
Maryland 33.1
Massachusetts 32.1
Michigan 44.8
Minnesota 38.4
Missouri 53.2
Montana 41.9
Nebraska 48.4
New Hampshire 32.1
New Mexico 47.5
New York 51.5
North Carolina 62.0
North Dakota 41.8
Ohio 49.9
Oklahoma 63.6
Oregon 44.6
Pennsylvania 44.2
Rhode Island 40.3
South Carolina 61.4
South Dakota 43.6
Tennessee 68.9
Texas 48.1
Utah 68.8
Virginia 46.4
Washington 41.8
West Virginia 69.7
Wisconsin 30. 1

*Figures not available for* Alaska, Arkansas, Colorado, Delaware, Kansas, Louisiana, Mississippi, Nevada, New Jersey, Vermont, and Wyoming

National average of adult abstainers: 42.0

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# Changing Channels